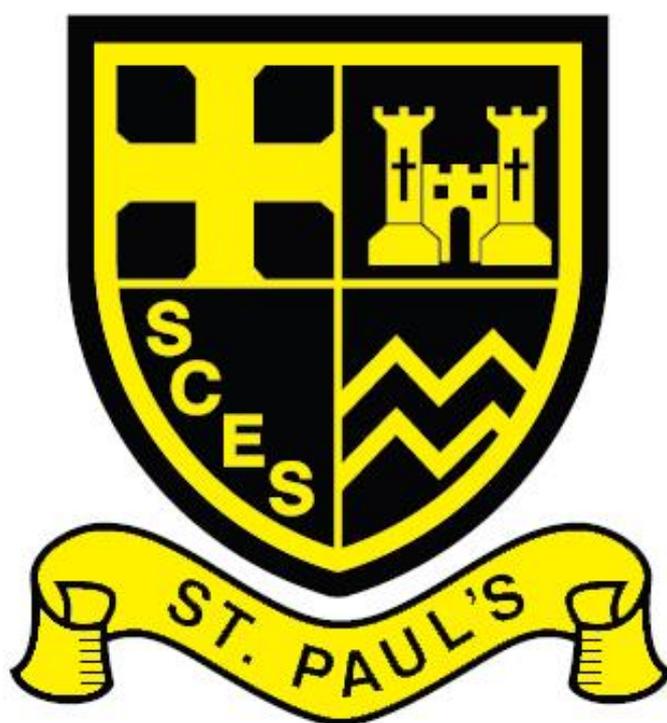


St. Paul's C of E Primary School



Written Behaviour Statement

**Reviewed – December 2017
Next Review Date – December 2020**

St. Paul's C. of E. Primary School

WRITTEN BEHAVIOUR STATEMENT

School Aim Statement

“Everyone working together to create a caring Christian learning environment which inspires children to celebrate their unique potential and become a responsible, considerate, involved and happy member of God’s world”.

1. Introduction

This statement has been written in consultation with all those who are expected to implement it, namely pupils, parents/carers, staff and governors. Its purpose is to give clear guidelines to all those who use St. Paul’s C of E Primary School.

Pupils should be encouraged to develop:

- respect for others: their feelings, opinions, cultures, limitations and the right to individuality.
- respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- respect for the environment: their own, the schools and other people’s property and the community in which we live.
- respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.
- respect for relationships: those in school between children and children, adults and children and adults and adults and the effect this has on the learning environment.

The Behaviour Policy will:

- emphasise providing opportunities for pupils to take responsibility and be involved in decision-making, including how to repair their own relationships using restorative practices.
- establish and promote consistent expectations of both staff and pupils.
- promote good relationships and the swift and effective resolution of conflict.
- encourage forgiveness and reconciliation where relationships breakdown.
- promote self-discipline and proper regard for authority among pupils.

- encourage good behaviour and respect for others and prevent all forms of bullying among pupils.
- support children in developing an understanding of how their actions can hurt others and damage relationships and support them in 'making things right' after these actions.
- support children in understanding their emotions and how these can be managed, with a long term goal of self-regulation.
- foster a culture in which pupils' achievements are recognised and celebrated.
- ensure that staff are seen to be fair and consistent.
- ensure that all staff are able to take prompt and effective action when pupils behave inappropriately.
- promote working in partnership with home and external agencies.

Roles and responsibilities of Headteacher, other staff and governors

- The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact. He/she will ensure that staff receive appropriate training and support and that the statutory guidelines in place in relation to pupil discipline are applied. Ultimately, and only once all procedures have been followed, she or he will address the possibility of excluding a pupil.

Teachers and support staff will be expected to:

- make use of the 'affective statement' and 'restorative chat' consistently in their approach to behaviour management.
- be consistent and fair in the application of rewards and sanctions, not ignoring poor behaviour and promoting the celebration of good behaviour as a way of maximising pupils' self-esteem and confidence as learners.
- set high standards early in order to help pupils establish regular punctual attendance and good behaviour from the start, involving parents in the process.
- intervene promptly where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated.
- employ techniques such as restorative practices, pupil mentoring and buddying to help improve and maintain high standards of behaviour and discipline.

- identify underlying causes since poor behaviour may be linked to a pupil's problems in understanding lessons.
- recognise that when they need to challenge pupils the focus must be on the behaviour.
- give pupils choices and help them to understand the consequences.
- provide an appropriate curriculum, and high-quality teaching, promoting challenge and high expectations.
- ensure that teaching methods promote active participation for all, within a challenging and supportive environment.
- create a stimulating learning environment that promotes independence and on-task behaviour.
- encourage pride in achievement.

Revised December 2017

This policy has been approved by the Governing body –

This policy will be reviewed every three years and updated as necessary.

Policy signed: _____ (Chair of Governors)

Policy signed: _____ (Head Teacher)

Dated: _____

Review Date: December 2020